

INGLÈS

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GRAMMATICAL DEVELOPMENT
THROUGHOUT ORAL INTERACTION TASKS
IN PRIMARY CLASSROOMS

TFG/*GBL* 2013

Grado en Maestro en Educación Primaria
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Trabajo Fin de Grado
Gradu Bukaerako Lana

***GRAMMATICAL DEVELOPMENT THROUGHOUT
ORAL INTERACTION TASKS IN PRIMARY
CLASSROOMS***

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UNIVERSIDAD PÚBLICA DE NAVARRA
NAFARROAKO UNIBERTSITATE PUBLIKOA

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Título / Izenburua

Grammatical development throughout oral interaction tasks in primary classrooms

Grado / Gradu

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Facultad de Ciencias Humanas y Sociales / Giza eta Gizarte Zientzien Fakultatea
Universidad Pública de Navarra / Nafarroako Unibertsitate Publikoa

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2012/2013

Semestre / Seihilekoa

Primavera / Udaberrik

Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

En este trabajo, el módulo *de formación básica* está representado a lo largo de gran parte del mismo puesto que tiene como objetivo la consecución de las competencias básicas planteadas por la ANECA. Así, este documento está apoyado en bibliografía de nivel avanzado y específico del tema de estudio que nos concierne y busca relacionarlos con el campo de estudio ligado al trabajo, la Educación Primaria. De esta manera, el presente trabajo de fin de grado es una investigación que puede ser orientada a su divulgación tanto a nivel específico como a público no especializado. Esto puede verse en todo el desarrollo del trabajo, ya que, aún utilizando términos concretos y pertenecientes al tema de estudio, este documento está al alcance de todo aquel que sienta interés por la en la etapa educativa que nos concierne. A lo largo de este proyecto, el cual está centrado en promover y mejorar la práctica oral del inglés a través de actividades de interacción comunicativa en el aula de Primaria, ha sido necesario saber y conocer el marco educativo en el que nos movemos. Toda reforma o modificación, a la que cualquier modelo es susceptible debe estar precedida del conocimiento profundo del mismo para desde este punto plantearnos su modificación o cambio.

En primer lugar me gustaría relacionar lo realizado en el proyecto con las competencias que según el plan de estudios los alumnos de Grado de Maestro deberían concluir sus estudios. De entre todas ellas he resaltado las siguientes:

Competencias al final de los estudios

Los estudiantes, a su egreso, deberán adicionalmente manifestar unas competencias profesionales exigibles para otorgar los títulos de Grado. Con carácter general, suponen poseer conocimientos propios de la Educación Infantil o Primaria, y saber aplicar estos conocimientos en la práctica profesional:

- *Organizar las situaciones de enseñanza-aprendizaje desde una perspectiva de desarrollo de competencias (y particularmente de competencias comunicativas) en el alumnado.*
- *Trabajar a partir de las representaciones del alumnado y de los errores y obstáculos en el aprendizaje.*

- *Fomentar el deseo y el placer de aprender, con una acogida afectiva al alumnado, desarrollando la cooperación entre estudiantes.*
- *Saber analizar y explicar las prácticas docentes con referencia a los saberes y conocimientos teóricos pertinentes.*
- *Diseñar y desarrollar recursos didácticos, en su caso con apoyo en las tecnologías de la información y de la comunicación.*
- *Entender la actividad docente como un ámbito de experimentación, indagación, innovación e investigación propio.*
- *Concebir al maestro como un profesional intelectual, culto, y progresar personalmente hacia este modelo de referencia.*
- *Potenciar las habilidades conducentes a la autonomía en los propios aprendizajes.*

El módulo *didáctico y disciplinar* queda recogido en aquellos apartados que buscan favorecer un entorno y un proceso de aprendizaje significativo y constructivo. Las asignaturas centradas en la didáctica nos han permitido seleccionar aquellos contenidos adecuados para la elaboración de este trabajo, siendo estos aplicados a la enseñanza del vocabulario. Decir que, además, la didáctica del inglés ha sido uno de los elementos claves a la hora de elaborar este trabajo de fin de grado. Este módulo didáctico y disciplinar puede observarse especialmente en los apartados centrados, no sólo en la propuesta didáctica, sino en la valoración de la misma y en la explicación teórica del proceso de enseñanza y aprendizaje.

Asimismo, el módulo *practicum* ha permitido que la propuesta didáctica se focalizara en una edad concreta, en un curso del Educación Primaria determinado ya que, las numerosas experiencias en las escuelas nos han permitido comprender las características propias de cada curso y sus implicaciones didácticas. Así, habiendo realizado las últimas prácticas del grado en 3º de Primaria, el trabajo propuesto para llevar a cabo al aula ha sido enfocado a esta edad, planteando materiales y actividades que contemplen las habilidades, conocimientos y capacidades supuestas para los alumnos y alumnas de esta edad.

Por último, el módulo *optativo* nos ha capacitado (tanto metodológicamente, CLIL, Nuevas Tecnologías aplicadas a la Enseñanza del Inglés, como lingüísticamente: Pronunciación y C1 de Inglés) para enfocar y comprender la magnitud de este trabajo, siendo la mención de lengua inglesa la elegida en este caso. Así, a lo largo de todo este documento puede observarse la directa relación de éste con el módulo optativo propuesto en el séptimo semestre del grado.

Por otro lado, la Orden ECI/3857/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados “INTRODUCCIÓN”, “RESULTADOS Y DISCUSIÓN” y “CONCLUSIONES”, así como el preceptivo resumen que aparece en el siguiente apartado.

Abstract

Teaching and learning EFL in the Spanish Educational System has experienced a significant increase along the last years. Grammatical aspects are still being taught out of context and in the written form. On the other hand, oral expression needs are becoming more important in order to communicate effectively. Therefore, this project presents a pedagogical proposal oriented to the third level of Primary Education consisting of communicative tasks which aim to develop grammatical aspects of the language, such as the verbal tenses. The designed task was implemented with nine and ten year old students, obtaining satisfactory results and proving the positive reactions of students towards these tasks. Thus, this positive implementation suggests the use of communicative tasks in the Primary classroom as a tool to promote meaningful use of language with communicative purposes.

Keywords: Task based learning; oral interaction; L2; communicative competence; motivation

Resumen

La enseñanza del inglés como L2 en el sistema educativo español ha sufrido un incremento considerable en los últimos años. Conceptos como la gramática se siguen trabajando de forma muy descontextualizada y casi siempre de forma escrita. Por otro lado podemos observar como las necesidades de expresión oral cada vez son más notorias. Debido a ello en este proyecto se ha llevado a cabo un diseño para trabajar conceptos gramaticales como el uso de los diferentes tiempos verbales mediante la utilización del aprendizaje basado en tareas y la interacción oral para tercer curso de Primaria. La tarea diseñada fue puesta en práctica con alumnos de 9 y 10 años obteniendo resultados muy satisfactorios en los que se ha podido observar la positiva respuesta del alumnado ante la práctica de estas tareas, lo que es de esperar influya también en la consecución de los objetivos marcados.

Palabras clave: Aprendizaje basado en tareas; interacción oral; L2; competencia comunicativa; motivación

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INTRODUCCIÓN

El estudio de inglés como segunda lengua L2 se está convirtiendo en nuestros días como parte imprescindible de la enseñanza en la Educación Primaria de nuestro país. Debido a la gran importancia que ha adquirido esta lengua a nivel global a lo largo del planeta la necesidad de dominar con notable satisfacción el uso de la misma ha afectado directamente al currículo de la enseñanza desde las primeras etapas educativas. Es debido a esto que en gran parte de los colegios y guarderías de nuestra comunidad foral la interacción en lengua inglesa comienza desde la primera etapa 0-3 años.

El objetivo de esta temprana inclusión del inglés en las aulas está claramente dirigido a una familiarización con el idioma que facilite el camino para su posterior estudio más en profundidad en la etapa de Primaria. Es en Primaria cuando de forma más explícita se comienza a trabajar la lengua en profundidad. Comienza aquí el estudio metalingüístico de la L2 en el cual la gramática y la semántica se trabajan con mayor profundidad. Esta afirmación de la focalización del estudio en ambos apartados lingüísticos viene extraída de mi observación a lo largo de los tres años y seis períodos de prácticas en los que me he visto envuelto.

En todos y cada uno de los colegios, tanto públicos como privados en los que he tenido la suerte de poder asistir, unas veces como oyente y otros como parte activa del proceso de enseñanza-aprendizaje, he podido comprobar que el estudio de inglés como L2 está centrado en la gramática y la semántica a través del libro de texto como guía del proceso. La vía para la consecución y adquisición de dichos contenidos es generalmente mediante el trabajo oral y escrito de las habilidades de comprensión. Claramente la comprensión lectora y los ejercicios ligados directamente con la misma son los más trabajados. No obstante la comprensión auditiva (*listening*), se está trabajando cada vez con más frecuencia y profundidad.

La comprensión es una parte fundamental en el proceso de aprendizaje de cualquier lengua pero no podemos perder la perspectiva de que el objeto del estudio de cualquier lengua debe ser la comunicación y en esta la comprensión solo abarca el 50%

de la misma. Por lo tanto tenemos que tener en cuenta y ser conscientes de la importancia de la expresión en el proceso comunicativo.

Las escuelas y centros de educación reglada también se centran en profundidad en la expresión en L2, no obstante la focalización del estudio en expresión está claramente centrada en el ámbito escrito. Tomando como referencia siempre mi propia experiencia así como la de compañeros que han observado entornos diferentes al mío, la conclusión a la que puedo llegar es que la expresión escrita es trabajada en diferentes ámbitos.

Por un lado tenemos toda la serie de ejercicios escritos que se realizan a lo largo del curso siguiendo el libro de texto o las diferentes fichas que se les puedan repartir a los alumnos en las aulas. Estos ejercicios, están dirigidos en su mayoría a poner en práctica los conocimientos gramaticales y el vocabulario estudiado a lo largo de las diferentes unidades que se van trabajando. En ocasiones serán ejercicios de expresión que cumplan una función específica como puede ser la de comprobar el nivel de comprensión lectora de un texto determinado y en otras serán ejercicios sin ningún tipo de objetivo comunicativo y tan solo de repetición de estructuras, en el ámbito del estudio de inglés como L2 conocidos como *"drills"*.

Es cierto de este modo que la escritura del inglés se trabaja pero más como herramienta para la realización de ejercicios de comprensión que de expresión, la cual requiere otra serie de elementos. Sin embargo no todo es negativo y la expresión como tal también se trabaja en la realización de diversas redacciones en las que el alumno pone en práctica lo aprendido en L2 para comunicar de forma abierta y libre diversas cuestiones. Al punto donde quería llegar es que este tipo de actividades no se acercan ni de cerca al tiempo que se emplea en realizar el resto de actividades ya citadas.

Dicho todo esto podemos observar como dentro del proceso comunicativo la parte de expresión y comprensión no están equilibradas como cabría esperar. No obstante este desequilibrio es aún más acuciado si nos detenemos a observar que todavía no he hecho referencia de ningún tipo a la expresión oral, la cual es a día de hoy la habilidad comunicativa en la que el proceso de enseñanza-aprendizaje menos se centra.

Como ya he venido diciendo en párrafos anteriores el estudio del inglés como L2 ha crecido en importancia, la cual se refleja en el aumento de horas lectivas en el currículo, así como en la inclusión en gran parte de los colegios del modelo PAI (Programa de Aprendizaje en Inglés), en el cual otra serie de áreas como pueden ser conocimiento del medio, matemáticas o educación física entre otras se imparte en lengua inglesa. Esto nace como respuesta a la demanda social, especialmente centrada en el ámbito laboral, debido a que la necesidad del dominio del inglés se está generalizando en diversos ámbitos como canal comunicador. Es por esto que la expresión oral del mismo debe alcanzar niveles superiores de importancia en la enseñanza reglada para satisfacer las necesidades comunicativas futuras de los estudiantes actuales.

De esta forma y siendo consciente que la expresión oral debe ser también fomentada en el proceso de enseñanza-aprendizaje, la propuesta que realizaré a lo largo de este proyecto se centrará en la mejora cualitativa y cuantitativa de la producción oral del inglés en las aulas de Educación Primaria.

Si observamos las pruebas que se realizan para la obtención de los títulos de inglés, tanto en nuestro país EOI (Escuela Oficial de Idiomas), como de los títulos que conceden agentes internacionales podemos observar que en todos ellos existen cuatro partes comunes y bien diferenciadas que los candidatos a la obtención del título deben superar satisfactoriamente: *“reading”* (comprensión lectora), *“listening”* (comprensión oral), *“writing”* (expresión escrita) y *“oral”* (expresión oral). Siendo así y siendo conscientes de la importancia futura que la obtención de cualquier título posee, surge la cuestión de ¿por qué la expresión oral, siendo el 25% de la nota final de estos exámenes, se trabaja significativamente menos que el resto de habilidades siendo, además, la destreza más difícil de adquirir y la que causa mayores tasas de suspensos.

Para contestar a esta pregunta podemos tomar en cuenta diferentes factores, sin embargo yo me centraré en la realidad que se vive en las aulas de la Comunidad Foral de Navarra, donde las clases son de 25 o más alumnos en los que tan solo hay un profesor. En este contexto, es complicado que este sea capaz de atender a las necesidades de expresión oral de cada uno de ellos al mismo tiempo que se trabajan contenidos gramaticales en gran profundidad. A diferencia con la expresión escrita, la

cual los alumnos realizan individualmente y posteriormente el profesor en horas externas al aula puede corregir, evaluar y proporcionar el necesario *feedback* a sus alumnos, la expresión oral requiere del profesor en el momento mismo de dicha producción, lo cual limita en gran medida la cantidad de producciones que un alumno puede llevar a cabo a lo largo de un curso. De esta forma comenzaré mi propuesta basándome en la hipótesis de que la poca atención que se presta a la expresión oral en las aulas de Educación Primaria recae sobre un problema principalmente organizativo.

Si es cierto que el profesor a lo largo de un curso puede ofrecer diferentes oportunidades a los alumnos para que practiquen la tan necesaria expresión oral, como pueden ser las preguntas durante las clases, actividades en las que los alumnos expongan sus impresiones, exposiciones orales de algún trabajo o actividad que hayan realizado... Todo este tipo de actividades limitan en gran medida la participación de los alumnos debido a que mientras uno de los alumnos habla los demás son oyentes y a pesar de que esto podría ser al igual muy positivo, si los alumnos no activos en la producción oral no tienen ninguna tarea que realizar en relación a los comentarios o exposiciones de sus compañeros, normalmente el nivel de atención disminuye y la tarea de comprensión oral por lo tanto no se lleva a cabo.

Para aumentar significativamente el nivel de producción oral de los alumnos, lo cual es el gran objetivo de este proyecto, a la vez que mejorar las destrezas gramaticales, es necesario sin ningún tipo de duda el modificar la organización y la estructura de las dinámicas educativas. Debido a esto el proyecto se centrará en crear ambientes y proporcionar a los alumnos una serie de tareas para las cuales sea imprescindible el uso del lenguaje oral y en las que el profesor no sea el centro de la actividad, sino que sean los alumnos quienes interactúan entre ellos. Así, no solo introducimos la práctica oral, sino también la comunicación real entre alumnos.

De esta forma conseguiríamos que los alumnos tomen la iniciativa de las actividades de expresión oral y puedan trabajar de forma autónoma la misma, consiguiendo los objetivos que nos proponemos que principalmente son, el aumentar la cantidad de minutos de habla de la L2 en el aula y como consiguiente el aumento de la calidad y la fluidez en la misma que contribuya al objetivo principal del aprendizaje de cualquier lengua que es la comunicación.

1. THEORETICAL FRAMEWORK: THEORETICAL PRINCIPLES AND TEACHING IMPLICATIONS

1.1 Link with the primary/infant school curriculum

As the project is thought to be implemented throughout the different schools in Navarra, Spain, I have considered as a main point of the theoretical framework to include the relation between my project and the current educative law (LOE, 2006) although knowing that the mentioned law is probably being changed in a short period of time.

I will go through the different sections that the project is related to, starting from the general terms and finishing with those more specific that are referred to English as a second language.

1.1.1 Primary Education Objectives

The Project will contribute to develop the following main objectives taught for Primary Education (LOE, 2006). We present them in Spanish, as in the original Law and then, in English (the translation is ours).

La Educación Primaria contribuirá a desarrollar en los niños y niñas las capacidades que les permitan:

a) Conocer y apreciar los valores y las normas de convivencia.

b) Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y responsabilidad en el estudio así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje.

c) Adquirir habilidades para la prevención y para la resolución pacífica de conflictos, que les permitan desenvolverse con autonomía en el ámbito familiar y doméstico, así como en los grupos sociales con los que se relacionan.

f) Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.

l) Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales.

ñ) Desarrollar sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como una actitud contraria a la violencia, a los prejuicios de cualquier tipo y a los estereotipos sexistas.

Translation into English:

Primary Education will contribute to develop in all the children the following skills that will allow them to:

a) Know and esteem coexistence values and rules.

b) Develop individual and team work habits, studying effort and responsibility as well as attitudes towards self confident acquisition, critical judgment, curiosity, interest and creativity in learning processes.

c) Achieve skills for prevention and resolution of conflicts to allow students being autonomous in familiar and domestic sphere as in social environments where they get involved.

f) Achieve at least one communicative competence in a foreign language that allow students to express and understand simple messages and get along quotidian situations.

l) Being able to use different artistic representations and expressions and start producing visual proposals.

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ñ) Develop their affective capacities in all their personality spheres and in their relationship with their social environment and build a contrary attitude towards violence and any other prejudice and sexist discrimination

1.1.2 Basic Competences

The Spanish legislative framework, according to the EU proposal, aspires to develop some basic abilities in order to contribute students' global education for their social and educative future. These is the list of those abilities which the designed project contributes to develop (LOE, 2006)

- 1. Competencia en comunicación lingüística*
- 5. Competencia social y ciudadana*
- 7. Competencia para aprender a aprender*
- 8. Autonomía e iniciativa personal*

Translation into English:

- 1. Linguistic communicative competence
- 5. Social and civic competence
- 7. Learning to learn competence
- 8. Self autonomy and initiative

a) Linguistic communicative competence

This competence refers to the language use as a tool for, oral and written communication, representation and comprehension of the reality, construction and communication of the knowledge and the organization and self-regulation of the thoughts, emotions and behaviours.

The knowledge, skills and attitudes of this competence aloud students to express thoughts, emotions, experiences and opinions as well as build critic and ethic judgments, produce ideas, organize their knowledge, give coherence to their speech,

adopt decisions and enjoy hearing, reading and expressing orally and writing in order to develop their self confidence and self esteem.

Communicate and talk are actions that require abilities to establish bonds and constructive relations towards the others and the surrounding environment, and approach to different cultures helping to respect them as the process goes forward. This is why the communicative ability is present in the effectiveness of coexist and the resolution of conflicts.

b) Social and civic ability

This competence helps to understand the social reality in where we live, to cooperate and coexist with the others in a plural and democratic society and to acquire compromises to contribute for it improvement. This competence integrates different knowledge and complex skills that allow people to make their own decisions and to choose how to behave in different situations as well as to encourage them being more responsible of these decisions.

Additionally, belonging to this competence, those social skills that allow knowing principle conflicts and interest are part from the coexistence, and to resolve them with a constructive attitude. As well it helps to make autonomous decisions, critic reflections and to assume dialogue as the way for resolving conflicts.

The ethic dimension of this social and civic competence involves being conscious of the social principles and values, evaluate and rebuild them in an affective and logical way in order to progressively create an own principle system which will contribute to behave coherently towards future decisions and conflicts.

As a consequence, among the skills of this competence need to be mentioned self knowing and self respecting, learning to communicate in different contexts, expressing own opinions and listen to the others, being able to be empathic and make decisions taking into account the others experiences and opinions to adopt a satisfactory behavior in order to benefit the team interests.

c) Learning to learn competence

Learning to learn implies having skills to start the learning process and being able to keep learning in a more efficient and autonomous way following the own needs and aims.

This competence two essential spheres. On the one hand, the acquisition of the consciousness of the own capacities (intellectual, emotional and physical), the strategies and the process to develop them as well as the things the student is able to do by his own or the things he can do with somebody's help.

On the other hand, the development of a feeling related with the self esteem and the motivation as well as the studying pleasure which should be crucial in this first stages of the learning life.

All this means being conscious of what is known and what is necessary to know, and how all this process works due to improve the efficiency of the skills involved in the learning process. In order to achieve this competence, it is crucial to be conscious of the own potential and lack due to obtain the biggest profit from the former and overcome the lasts.

d) Self autonomy and initiative

This competence refers to the consciousness acquisition and use of the attitudes and values such as responsibility, persistence and self esteem, creativity, emotional regulation, self-criticism, facing problems and how to learn from mistakes due to acquire those personal tools that will help students being more autonomous in their daily work both individually and in team work.

It implies being able to transform ideas in actions. Furthermore it is crucial to plan the learning process, establishing aims due to develop the different projects as well as being able to rebuild those aims in order to face new demands and resolve them efficiently.

1.1.3 English as a second language

To finish with the Spanish curriculum, I would like to take into account the aims and contents the project is going to go through. Whereas the Spanish law (LOE, 2006) is written, logically in Spanish, I will keep the original language just to be more accurate in the explanation.

a) Aims

Objetivos

La enseñanza del inglés en esta etapa tendrá como objetivo el desarrollo de una competencia comunicativa básica, que comprende las siguientes capacidades:

1. Escuchar y comprender mensajes en interacciones verbales variadas, en lengua estándar utilizando las informaciones transmitidas por dichos textos para la realización de tareas concretas y diversas relacionadas con su experiencia.

2. Expresarse e interactuar oralmente en situaciones sencillas y habituales que tengan un contenido y desarrollo conocido, utilizando procedimientos verbales y no verbales y adoptando una actitud respetuosa y de cooperación: expresar gustos, deseos, opiniones, sentimientos o informaciones simples sobre un tema.

6. identificar aspectos fonéticos, de ritmo, acentuación y entonación, así como estructuras lingüísticas y aspectos léxicos de la lengua extranjera y usarlos como elementos básicos de la comunicación.

9. Valorar las lenguas como un medio de comunicación y entendimiento entre personas de procedencias y culturas diversas.

10. Manifestar una actitud receptiva, interesada y de auto confianza en la capacidad de aprendizaje y de uso de la lengua.

b) Contents

Contenidos

1.1. Comprender, hablar y conversar

Incluye el conocimiento del sistema fonológico imprescindible para articular la comprensión y expresión oral.

El alumnado aprende a usar la lengua oral en tareas básicas: hablar de sí, conseguir que los demás le atiendan y entiendan, solucionar problemas, pedir y dar la información que le interesa tanto en el ambiente escolar como en situaciones sociales. Ha de llegar, de acuerdo con sus posibilidades, a describir, explicar, relatar, dar razones, ideas, opiniones, predecir, preguntar, aclarar, opinar. Los textos que aparecen en negrita son los que han de saber producir los alumnos. Los demás serán, sobre todo, receptivos.

Segundo ciclo

- Escucha y comprensión de mensajes orales de progresiva complejidad, como instrucciones o explicaciones, interacciones orales dirigidas o grabaciones multimedia, para extraer información global y alguna específica.*
- Interacción oral en situaciones reales o simuladas dando respuestas verbales y no verbales que exijan elección entre un repertorio limitado de posibilidades, en contextos progresivamente menos dirigidos.*

- *Desarrollo de estrategias básicas para apoyar la comprensión y expresión oral: uso del contexto visual y no verbal*
- *Interés por expresarse oralmente en actividades individuales o de grupo (canciones, dramatizaciones, trabajos en equipo, etc.).*

Escuchar y comprender

Habilidades y estrategias

- *Captar el sentido de textos orales significativos producidos por diversos hablantes y en distintos soportes, y utilizar estrategias básicas de comprensión.*
- *Identificar los participantes en diálogos y diferenciar sus turnos de intervención.*

Expresión e interacción oral

Habilidades y estrategias

- *Producir textos orales, identificando las características de la situación comunicativa, utilizando una entonación adecuada: preguntar; felicitar, aprobar, reprobar, lamentar, predecir el tiempo, dar razones, opinar.*
- *Producir textos orales con ayuda de un guión, modelos en el contexto de rutinas, como: instrucciones y descripciones (personas, cosas, animales, escenas) con la ayuda de modelos.*

2.1. Reflexión sobre la lengua

- *Conocimiento de aspectos fonéticos y del ritmo, acentuación y entonación de la lengua extranjera y su uso como aspectos fundamentales de la comprensión y producción de pequeños textos orales.*
- *Reconocer la acentuación (stress) de las palabras conocidas y utilizadas frecuentemente.*
- *Reconocimiento y uso de léxico formas y estructuras básicas propias de la lengua extranjera, previamente utilizadas y su relación con las que usa en las lenguas que conoce.*
- *Conocer y dominar la estructura de una frase (sujeto, verbo, posición del adjetivo respecto al nombre...).*
- *Construir correctamente varios tipos de oraciones.*

Vocabulario

- *Campos semánticos; familias de palabras.*

1.2. State Of The Art

1.2.1 Teaching speaking

There are at least three good reasons to promote speaking in Primary schools (Hamer, 2007). Firstly, speaking activities provide rehearsal opportunities to practice real-life speaking between peers as well as with the teacher. Secondly, communicative tasks where students try to use any or all of the language they know provides a very good feedback for both teacher and student because they can notice their achievements as well as their issues which will encourage students to work on. Finally, the more chances students have to activate their stored knowledge in their brains, the more automatic use of that language which implies a better fluency in oral production terms.

The main goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation but how all these could it be achieved?

First of all, good speaking activities should be very engaging for the students what means that if they are all participating actively and fully they will get a tremendous satisfaction from it. Thus, teachers have to create a comfortable work atmosphere where all the students can use L2 actively avoiding all the traditional fears related to speaking in a foreign language. However, it is not possible to engage students if there is not a classroom culture of speaking (Thornbury, 2005) for what those classrooms need to become “talking classrooms”.

As many researches has shown us it is important to place the speaking action in a communicative context in other words, it is important to exposure the students to communicative tasks in where speaking is the vehicle to achieve some kind of purpose which in not purely linguistic. There are plenty speaking sequences that will help teachers to focus speaking teaching. Here there are some examples that satisfy the three for using speaking mentioned above:

- **Role-play:** This is a very used task in where students act as if they were in a real situation. Students have to assume somebody's role such as a hotel receptionist, a business owner who is looking for an employee or any other real-life situations that students can face later on in their life. They have to act from their characters point of view.
- **Information gap activities:** an information gap is where two speakers have different bits of information, and they can only complete the whole picture sharing that information. There is an incredibly amount of different activities and tasks prepare under this methodology. It is also very easy to create new materials to develop because not many materials are required.
- **Debates and moral dilemmas:** These kind of activities are those in where the students have to express their opinion towards any topic and defend it from the others who may have different perspectives from that topic. Higher level of English are required to develop these activities than in the former ones.

1.2.2 Task based learning

Task based learning researches has increased significantly in the last years, we have seen the rise of the 'task' as a fundamental concept in L2 teaching methodology and materials and course design (Nunan, 1991), based in the firm belief that content teaching on its own is not necessarily good language teaching, suggesting that classroom teachers need to develop strategies in order to support the learners oral and written language development (Bouffard & Sakard, 2008). Nevertheless, before studying thoroughly what is known about this learning methodology would be interesting to establish what the term means.

The term 'pedagogic task' refers broadly to structured, bounded, purposeful activities involving the processing of language, which learners undertake in order to learn (Bygate, 2000). There is general agreement that tasks are language learning activities that are focused on meaning (Ellis, 2003; Nunan, 2004; Skehan, 1998), that involve a clear goal or outcome (Breen, 1987; Prabhu, 1987; Willis, 1996), and that reflect how language is used in 'authentic' non-pedagogical contexts (Ellis, 2003; Long, 1985).

Different studies have demonstrated that task based learning increases students motivation because the different activities that form the process are directed towards an specific aim which students tent to achieve. Furthermore this process it is seen as something useful in their future life which makes a massive different from the isolated activities used years ago in the teaching process. At the methodological level, task-based language teaching (TBLT) invites students to act as language users rather than learners, with the explicit analysis of language structures and forms emerging from difficulties experienced during the completion of tasks (Willis, 1996). Viewed from this broadening perspective, then, tasks are simply a context for learners to experience language in a range of ways, for teachers and learners to evaluate process and product, and for teachers to select from, exploit and develop (Bygate, 2000).

Nevertheless, teacher's supervision along TBLT should be wider than in other fields such as science where the process until the accomplishment of the task it is important but not as important as in linguistic. Sometimes it is possible to find participants using a turn-taking system suited to the efficient accomplishment of the task minimizing linguistic forms which is the most important part of the process.

Another negative reason in TBLT is the fact that for many educators the absence of resources designed is a notorious problem because it requires them to design their own materials, a significant barrier for teachers whose time is already taxed (Richards & Rodgers, 2001; Zhang, 2007).

1.2.3 Cooperative work

Tasked-based language teaching can't be understood, as in other educative areas, as an individual process where students achieve an aim on their own. We have to keep the perspective that languages are a way to communicate and communication needs at least two people to be successful. Following this belief TBLT requires a team work where all the elements are necessary to reach the final aim. As a consequence cooperative work arises as a crucial part of the methodology where interaction between learners will give sense to the communicative process.

Cooperative learning exists when students work together to accomplish shared learning goals (Johnson & Johnson, 1999). Each student can then achieve his or her

learning goal if and only if the other group members achieve theirs (Deutsch, 1962). Thus, cooperative learning is not only useful to achieve academic goals but global educative aims, promoting social values and principals as a crucial part of learning process. All this, helps to an integrative education where emotional development is also important for students future as well as a base for the future society.

This is why team environment where learners celebrate each others' successes and provide assistance to each other is so important to promote more positive peer relationships, social support, and, partly for that reason, higher self-esteem and academic achievement. Social support is especially beneficial for learning complex materials more thoroughly. The following five factors are necessary for successful cooperative learning (Johnson et al. 1990; Brandt, 1987):

- 1. Positive interdependence, a sense of working together for a common goal and caring about each other's learning.*
- 2. Individual accountability, whereby every team member feels in charge of their own and their teammates' learning and makes an active contribution to the group.*
- 3. Abundant verbal, face-to-face interaction, where learners explain, argue, elaborate and link current material with what they have learned previously.*
- 4. Sufficient social skills, involving an explicit teaching of appropriate leadership, communication, trust and conflict resolution skills so that the team can function effectively.*
- 5. Team reflection, whereby the teams periodically assess what they have learned, how well they are working together and how they might do better as a learning team.*

(Kohonen, 2006)

Cooperative work is increasing all over the schools in North America and Europe, this widespread is due to multiple factors. Three of the most important are that cooperative learning is clearly based on theory, validated by research, and operationalized into clear procedures educators can use. First, cooperative learning is

based solidly on a variety of theories in anthropology (Mead, 1936), sociology (Coleman, 1961), economics (Von Mises, 1949), political science (Smith, 1759), psychology, and other social sciences. In psychology, where cooperation has received the most intense study, cooperative learning has its roots in social interdependence (Deutsch, 1949, 1962; Johnson & Johnson, 1989), cognitive-developmental (Johnson & Johnson, 1979; Piaget, 1950; Vygotsky, 1978), and behavioral learning theories (Bandura, 1977; Skinner, 1968). It is rare that an instructional procedure is central to such a wide range of social science theories.

1.2.4 Interaction in the classroom

As we have seen along the last paragraphs, task-based learning and cooperative learning work many times together and in TBLT another factor is crucial, interaction. Thus, the main aim which is communication, becomes a reality in the classroom's environment helping students to realize that they cannot successfully produce specific forms and see that there are gaps in their existing knowledge about language mechanisms (Bygate, 2000).

There is a spread thought that interaction with native speakers is more positive than interaction with other learners but it is proved that less experienced NSs talked much more and provided fewer opportunities for the learners to talk that is why peer interaction could be a great framework to practice (Varonis & Gass, 1985). The importance of interaction in language acquisition is a main factor to take into account in learning process. Some researches propose that the discourse structure and the interactional modifications that were part of this discourse helped the learner to comprehend what was being said—an essential part of acquisition (Long, 1983). In other words, specific aspects of interaction provided learners with opportunities to gain new linguistic information.

Communicative tasks have been a cornerstone of interaction research, and their use in experimental and classroom contexts is wide spread. Some of these researches such as the one Pica developed showed as how to develop such tasks and he presented data on the role of tasks in drawing learners' attention to L2 forms that are difficult to notice through classroom interaction alone. That is why it is described in the research, precision oriented tasks that required the exchange of uniquely held information, with

a focus on the role of these tasks in promoting modified interaction among participants and orienting their attention to form, function and meaning (Pica, 1987). The activities used for the research were information gap tasks which are completely suitable to this purpose.

Obtaining significant improvements in students' discourses depends not only on the interaction itself but on how it is structured, being important other aspects such as the feedback they receive after and during their production (Long, 1996). Collaborative dialogue after or during the interaction, with a teacher or just between peers can be crucial for the reorganization of information. Lamprón (1999) demonstrated that learners were able to negotiate meaning and form simultaneously in implementing metalinguistic terminology as one of several strategies to solve grammatical problems effectively. The dialogue that emerges from the negotiation process becomes an opportunity for learning and helps students to develop metalinguistic awareness (Swain & Lapkin, 1998). Metalinguistic awareness implies that attention is actively focused on the domain of knowledge that describes the explicit properties of language, language is seen as an object.

The recent history of second language teaching methodology has seen a shift away from the consideration of teaching methods in isolation towards a focus on classroom interaction as the most vital element in the instructed second language learning process (Nunan, 1988). Nunan suggests that two-way tasks 'stimulate learners to mobilise all their linguistic resources, and push their linguistic knowledge to the limit'.

To conclude it can be said that interaction in the classroom followed by a feedback or a negotiation of the forms used which implies a metalinguistic mediation is proved being a very satisfactory methodology in L2 learning. However, it is found that sometimes there are tensions in the classrooms between aspirations to carry out tasks and desires to maintain a quiet, orderly environment. Difficulties maintaining a productive learning environment were found to be particularly prevalent in large classes (Zhang, 2007) and classes with younger learners (Carless, 2004).

1.2.5 *Focusing on form in communicative tasks*

Focus on forms is a traditional way that the teachers draw students' attention to grammatical forms and linguistic forms. Teachers focus on the explanation of the words, sentences and the main idea of the text by translation. After having understood the different forms in the text, the students have no chance to practice speaking and listening. The problem of focus on forms is to lay emphasis on language knowledge teaching than student's comprehensive abilities of using foreign language.

Recently studies suggested that one way to encourage accuracy is through the concept of focus on form that target student's accuracy and focus on form towards linguistic elements as they arise incidentally in lessons whose over-riding focus is on meaning or communication (Long, 1991). He stressed the need for a focus on form to be integrated in communicative activity and motivated by communicative need.

Spada (1997) defined form-focused instruction (FFI) as any pedagogical effort which is used to draw the learners' attention to language form either implicitly or explicitly. Two main types of FFI have been discussed in recent years, namely Focus on Form (FonF), where attending to the linguistic elements of language is usually part of a communicative or content-based activity, and *Focus on FormS* (FonFs), where discrete linguistic structures are taught in lessons separate from communication or content, often following some kind of language syllabus (Laufer, 2006), as in PPP – presentation, practice, and production methodology. It is the former (FomF) the one I will consider later on.

One significant point is that FomF does not just focus on grammar, teachers and students focus on in language teaching may involve pronunciation (the sounds), vocabulary (specific words or phrases), or other types of linguistic form central to language learning (Ellis, 2008). If learners acquire the target language only through focus on the accomplishment of the task, which stresses the need to foster communicative competence rather than accurate language forms, they will run the risk on fossilizing errors. These fossilized errors, or errors that have integrated by the continuous use of some incorrect language forms, are difficult to correct in the future as they have been used as a purpose of communication being strongly internalized. Thus it is impossible for language learners to achieve high levels of accuracy or native-

like proficiency if their exposure to the target language is limited to those that occur only in natural contexts (Long, 1991)

Along the teaching history the responsibility of FonF has been in teachers but it is thought that there should be guided opportunities for learners to focus on form themselves, without teachers taking the main responsibility for highlighting form in classes (Williams, 2005). One challenge, however, seems to be that students may simply not be aware of which forms to focus their attention on, and in most teaching contexts they consider that teacher's role is irreplaceable. There is, therefore, an important challenge for the future in order to achieve students responsibility in this issue.

Zhang (2007) carried out a piece of research in oral English teaching which aimed at improving students' communicative competence and found that one big obstacle in improving spoken English is that the oral practice in the classroom is imitation and repetition, the demand is low, the students have no enthusiasm; or the students are demanded to have further discussion about some topics which need more expressions than they have. Both result in failure for lack of forms in target language to use (Gao, 2009).

On the other hand it is found that that form instruction is most effective when it is focused on raising learners' awareness of how a structure is formed, what it means, and how it is used rather than on practicing drills for accuracy. But it should be a need for meaning-focused activity into which an attention to form is embedded. So the difference between FonS in traditional ways and the FonF is that the latter occur in communication (Long, 2000).

As the aim of English teaching is the communication between teachers and students, students and students, towards the future communication in that language and is not just teachers teaching and students learning. The limitation of teachers' talking demand teachers to better their input, and the input must be comprehensible. The output of students is just a kind of their experience and feeling. Teachers should deal with these differences in a correct way in order to give them more opportunities to show their own thoughts and opinion. Focus on form (FonF) is an effective way to improve students' fluency and accuracy in communication, which will influence the

process towards target language. Focus on form is practical and effective in English teaching and learning in improving students' skills and it may be applied in English teaching as a part of communicative competence. Focus on form need to take place in a cultural atmosphere that allows students to actively participate in daily activities. Thus, teachers and students would need to feel some degree of comfort with letting students be active participants in the content and manner in which they study (Gao, 2009).

To sum up I would like to say that there is a great challenge in education future to integrate FonF in taske-based communicative teaching in L2 as a grater development of students abilities and accuracy in speaking relegating PPP to a second sphere. Seeing interaction as a major factor in L2 learning process FonF is also required to avoid issues as fossilization in our students speech.

2. MATERIALS AND METHODS

2.1 Contextualization

This project is thought to be implemented in the third level of Primary Education. Nevertheless, taking into account all the varieties available it is also suitable during the whole levels of Primary. Once this has been clarified, I will focus in the third level and along the design I will specify how it can be developed in other levels.

I have chosen this level because the students who are already in this level, have acquired the grammatical level needed to develop successfully the different tasks required and they have been studying English enough years to have the enough autonomy in oral language not to be frustrated in the course of the task.

However, teachers should adapt the task to their student's level in order to satisfy their language requirements and to make the task as useful as possible to their language improvement. Teachers will also take into account those students with special needs who will require some modifications during the process as I will explain further during the design.

Trying to be as realistic as possible, and being conscious that in Navarra the majority of the schools has over 20 students groups, the project is thought to be developed in this context. However, the project will be developed in groups of three students which makes possible to implement it in almost every classroom and school although in smaller groups I believe that other kind of tasks and activities are more recommended.

One of the main points of the project is to encourage students to talk as much English as possible without teacher's assistance, therefore it is recommended to develop it in students used to work autonomously otherwise the group will be difficult to manage by the teacher. However, in groups that are not used to work autonomously it is possible to start with some of the tasks thought for lower level which are shorter and less demanding and increasing progressively the levels of demand.

2.2 Objectives

The objectives for this project, taking into account the LOE framework will help students to develop not only linguistic purposes but emotional and social also.

- Acquire grammatical consciousness in:
 - The present simple 's' in the third person of singular
 - The use of '-ed' in past simple regular verbs
 - The past simple forms of some common irregular verbs
 - The structure of future simple with 'going to'
- Being able to express what is the weather like
- Acquire vocabulary related to common daily actions.
- Being able to give short pieces of information
- Acquire metalinguistic awareness through the negotiation of form
- Develop autonomous interaction in L2
- Respecting game rules and referees decisions
- Being able to manage activities assuming the control of them

2.3 Design

2.3.1 Materials

The materials needed for the development of the task are:

- Flashcards. *See Appendix I*
- Two boards, one for each student, for those who are swapping the information. *See Appendix II*
- Referee's worksheet. *See Appendix III*



However, the students can make all these materials in the classroom and there is the possibility to make more flashcards in order to adapt the task to the content that it is want to work with.

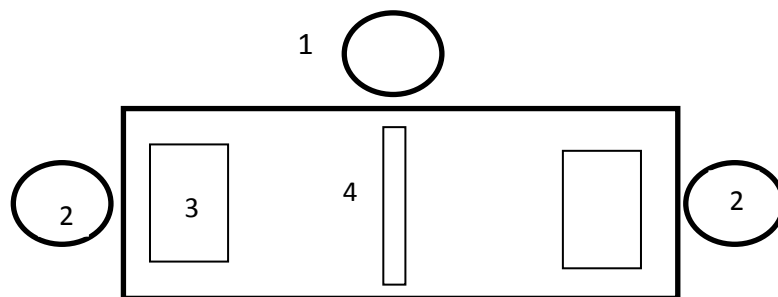
2.3.2 Organization

For the development of the task three students are required. Two of them will swap information and will complete their boards with their peer information. The third one will act as a referee. The referee will work as a teacher and will have specific task to develop as I will explain next.

The students that are swapping the information will be seated down one in front of the other with their boards. Between them it is needed to place a barrier to hide their boards. This barrier is crucial because de aim of the activity is to exchange information and to be understood by the other student without extra linguistic help, as it could be pointing to their boards showing the information.

At the beginning I thought to place these two students back against back. To resolve this issue but I realize that in a communicative task this would be very unrealistic due to they cannot see their faces, which is something crucial in a real life communicative process.

The referee will be place perpendicular to their peers in order to manage the development of the activity.



1: Referee

2: Information swappers

3: Board

4: Barrier

2.3.3 Student's roles

Information swappers

The students who are swapping their information have two different tasks

- Tell the information they have design in their boards.
- Complete the information is given to them in their boards.

They can only use linguistic skills to accomplish their tasks. They cannot use mimic, Spanish words or other kind of help to complete the task. Thus, students have to use

some or all the knowledge that is stored in their brains to complete the task successfully.

Referee

This student has the teacher's role. This role is designed with different purposes:

- To control the activity.
- To control no Spanish or mimic elements are used.
- To correct those linguistic forms that there are not correct.
- To give the final score.

This role has been thought according to some studies that have proved that linguistic negotiation make students concern about their communicative problems (Lampron 1999) and the dialogue that emerges from that negotiation becomes an opportunity for learning and help students to develop metalinguistic awareness (Swain&Lapkin, 1998).

To help referee's task those students in this role will have a chart with the structures their classmates will use during the task. I believe all the students should be able to assume this role. Furthermore, correcting is a very good way to learn because, as it is said before, requires a metalinguistic awareness that normally it is not worked in Primary Education.

On the other hand assuming the teacher's role it is very motivating for students in Primary, they feel very important and they love to correct their peers. As I have said in the theoretical part, motivation is one of the most important features in education.

The referee is also in charge of the score.

2.3.4 Methodology

The task designed belongs to "Information gap activities" (see in page X). The activity has seven steps well defined:

1. One of the information swappers fills his board attending to some rules.

- In every day of the week there must be 3 flashcards
- A flashcard which makes the subject function (I, we, she, he)
- A flashcard showing the weather of the day
- A flashcard showing an action.



2. The referee decides one day, a dice can be used (number 1-monday; n.2-tuesday; n.3-wednesday...) or just the referee chooses a day of the week. This day means the information swappers assume that the day chosen is “today”.

3. The student who has filled up his board has to give his information to the other. He has to attend which day has been chosen, because the previous days will be said in past and for the following days the future will be used. The students can say his information in any order; it has not to follow the week, starting from Monday and finishing on Sunday. This makes the game more difficult for both information swappers.

4. The other information swapper has to complete his board with his peer information.

5. At the end, both information swappers check if they have the same flashcards in their boards.

6. Once is checked the students change and the one who was given the information now receives it.

7. The referee will correct any mistake during the process.

Linguistic structures used

Along the activity three tenses are used: present simple, past simple and future simple with 'going to'. The students will say seven sentences one for each day of the week. One sentence will be in present and the other six will depend on which day has been chosen by the referee. Here there is one example of each tense:

Present: **Today** it's **rainy** and **he** **plays** football.

Past: On **Monday** it was **sunny** and **I** **climbed** a tree.

Future: On **Friday** it is going to be **foggy** and **we** are going to **go to the cinema**.

There are four different items the information swappers will have to focus in:

- **Day of the week** (board)
- **What is the weather like** (flashcards)
 - With these cards the students learn to express what is the weather like
- **The person who is doing the action** (flashcards)
 - These cards are thought to develop the use of the 's' in present simple third person of singular
- **The action** (flashcards)
 - These cards help the students to acquire common actions vocabulary as well as to develop the grammatical uses of past simple and future simple with 'going to'

Other structures will be used as:

- Can you repeat please?
- I didn't hear you
- That sentence is not correct because ...
- You have forgotten the 's' in the verb

- Other sentences related to the dialogues that may occur in the sentences structures negotiation.

Score

The referee will be in charge of the score. It will write down the points attending to these features:

- +1 point for each correct sentence the student who is giving the information makes (maximum of seven points)
- +1 point for each day of the week completed by the student who is listening to the speaker (maximum seven points)
- -1 point for each Spanish word said during the game. This includes the possible discussion that may occur during the negotiation of sentences correction.

At the end of the two rounds, when both information swappers will have told their information and will have completed the board with the information given the student with more points wins.

Possible variations

This game is thought to develop three main linguistic features: what is the weather like, actions and distinction between present, past and future uses. Nevertheless this structure can be use to focus other linguistic aspects. *Some referee's worksheets available in Appendix III*

Vocabulary variation

Along the year different topics will be studied, what implies that different vocabulary will be needed to achieve the linguistic competence.

These possible topics include food, sports, animals, professions...

Objectives

The game is suitable to these possible variations and changing the action flashcards is only needed. The objectives for this new game are the same as in the previous one, replacing 'Acquire vocabulary related to common daily actions' for 'Acquire vocabulary related to (animals, sports, animal, professions...)'.

Methodology

There are not significant changes according to the methodology. The sentences used for this game will change in order to attend to the vocabulary wanted to develop:

- Today it's rainy and he plays with his (snake, dog, rabbit, elephant...)
- Yesterday was sunny and I talked with a (doctor, nurse, teacher...)

Other features of the game don't need to be removed.

Level

This variation is thought to be developed in the same level, Third of Primary, as the main game

Regular verbs

There is a main feature to work with regular verbs suitable to this game. The pronunciation of the past simple form of these verbs (-ed) that sometimes is tricky for the students.

According to the phonetic rules:

- When a verb finishes with a voiced sound, the pronunciation of the morpheme ‘-ed’ is /d/
- When a verb finishes with a voiceless sound, the pronunciation of the morpheme ‘-ed’ is /t/
- When the verb finishes with ‘-d’ or ‘-t’, the pronunciation of the morpheme ‘-ed’, is /id/

Sometimes students have problems in the pronunciation of this morpheme. Thus, working it with this game should be a great opportunity to practice it.

Objectives

- _Acquire grammatical consciousness in:
 - The use of ‘-ed’ in past simple regular verbs
 - The different pronunciation of the ‘-ed’ morpheme
- Being able to express what is the weather like
- Acquire vocabulary related to common daily actions.
- Being able to give short pieces of information
- Respecting game rules and referees decisions
- Being able to manage activities assuming the control of them

Methodology

There is a significant variation on the methodology because all the sentences the students will produce have to be in past simple. This means that the referee has not to choose a day of the week to be the present.

Other feature that changes is the material that should be given to the referee. This person should have the pronunciation rules as well as a list of how these verbs are pronounced. However, if the teacher wants to focus the activity only in this feature other flashcards can be removed from the game in order to make it easier for the referee such as the weather ones.

Linguistic structures:

- On Monday I studied maths

Level

This variation it is thought to develop in the same level, Third of Primary, as the main game.

Irregular verbs

Irregular verbs can be worked throughout this game.

Objectives

- Acquire grammatical consciousness in:
 - The past simple forms of irregular verbs
- Acquire vocabulary related to common daily actions.
- Being able to give short pieces of information
- Respecting game rules and referees decisions
- Being able to manage activities assuming the control of them

Methodology

Some of the flashcards used in the game can be removed. Those flashcards related to the weather can be changed in order to focus the game to the irregular verbs.

The first steps of the game also should be replaced.

1. One of the information swappers fills his board attending to some rules.
 - In every day of the week there must be 2 flashcards
 - A flashcard which makes the subject function (I, we, she, he)
 - A flashcard with the irregular verb in infinitive. The student will pick up seven flashcards that will be placed face down in the table to fill up his board
2. The referee doesn't choose a day of the week because all the sentences will be said in past simple

The other steps will be the same as in the original game.

The referee in this case will have the list of those irregular verbs that the teacher wants to work with. In the project there are already some of these irregular verbs but there are the most common ones which students in third level of Primary are used to work with, so the list should be increased.

Linguistic structures

- On Tuesday he torn his jeans

Level

This variation is thought to be implemented in the last two levels of Primary where the irregular verbs are studied in depth.

Lower levels variation

The game can be developed in lower levels decreasing the levels of demand. The board needs to be different and on it will only appear: today, yesterday and tomorrow.

Objectives

- Acquire grammatical consciousness in:
 - The past simple forms of the verb to be
 - Weather predictions using 'it's going to be'
 - The present simple of verb to be
- Being able to give short pieces of information
- Being able to express what is the weather like
- Respecting game rules and referees decisions
- Being able to manage activities assuming the control of them

Methodology

For this game only the weather flashcards will be used.

The information swappers will fill up their board (today, tomorrow and yesterday), with the weather flashcards. Thus, only three sentences will be said by them.

The referee will focus on the structures said with the verb to be , that will be:

- Yesterday it was ...
- Today it is ...
- Tomorrow it's going to be...

As the students get use to these structures it can be increased the days of the game in order to play with the whole week at the end of the level.

Level

This variation is firmly recommended to be used in the first two levels of Primary. in

Diversity awareness

This project is thought to face the reality of Navarra's educative context where students with special needs are in almost every classroom. It is of major importance giving those students the same learning opportunities. As a consequence, this project includes wants to include the majority of the students. To achieve this important goal there is of main importance to take into account the materials used.

Nowadays, there is a significant increase of ADHD along Navarra students. Due to this fact, distracting elements should be out of the game. During the game process only the materials list above should be available for the students. Therefore, being an interactive activity help those students to follow the learning process as well as to achieve those grammatical features that sometimes are hampered by traditional learning methodologies. On the other hand the teacher should distribute the students according to those who have learning difficulties in order to help their linguistic development. These activities are also recommended for those students who have reading difficulties as visual support is provided.

On the other hand there are plenty variations available for those students that in spite of being in third level have linguistic problems for varied reasons such as late educative incorporation as happens with some immigrant children. Furthermore, the activity is wide open for any other variations that may be appropriate for specific students.

Possible issues

Even though the aforementioned activities are thought to help the students during the whole process there might be some difficulties in the task development:

- The referee's role can be too difficult for some students although referee's worksheets provided are thought to help them in the assumption of the role.
- The referee's worksheet can be difficult to understand.
- During the negotiation of the form the students may talk in Spanish if they don't reach an agreement.
- If the game is played very often it can be boring for the students; losing its motivational factor.

- Too many flashcards are needed if the game is played with many different topics.
- There should be enough space in the classroom to move the furniture items in order to play comfortably and avoid the distraction between the different groups.

3. RESULTS AND DISCUSSION

3.1 Contextualization

The study has been developed in an English academy. Firstly it was thought to be developed in the school where I was doing the internship project but I didn't have time to do it during the only week I was there since I knew the project. I talked with the headmaster whether it was possible to do it after my internship period but I didn't obtain the permission to do it. I think this would have been the best option because I already knew the students and I would have had time to spend more than an hour with them. Finally I asked to a friend of mine, who works in an academy as an English teacher, and she was very pleased to help me. Furthermore I was very lucky because she is the teacher of a group that suited more or less to the project I had done. What we do was developing the game I had prepared as an extra activity in her group. She introduced me as a teacher that wanted to help them to carry out an activity for a study. Firstly, it was a group of two 9 year old students but she asked to a 10 year old student from another group to come and help us.

3.1.1 The Control Group

The name of the students as well as the pictures taken cannot be included because parental permission is not given. According to this I will name the children A, B and C.

A

Age: 9 years old

Study level: Primary third level

Features: She has an English level according to her age and study level.

B

Age: 8 years old

Study level: Primary third level

Features: She has an English level according to his age and study level. However, he would have problems to follow his school level without extra support due to he has ADHD what affects directly to his focusing capacity.

C

Age: 10 years old

Study level: Primary fourth level

Features: He is a boy who suffers from dyslexia. That affects directly to his reading skills, that is why he is going to the academy for extra lessons

3.2 Activity Explanation

First of all we spend about 15 minutes explaining them what the activity was about. We told them the rules and the different roles that were during the game and we present them the materials. The explanation supposed to be all in English, but as we didn't have enough time and we wanted to resolve all the possible doubts before playing, we used Spanish for some specific aspects such as the referee's role.

Once the game was explained, the teacher and I play an example to let them know the dynamic of the game and to help the previous theoretical explanation. To distribute the roles we let the students choose but none of them wanted to be the referee, so we had to raffle the role. At the end B and C were the information swappers and A was the referee.

3.3 Results

The students were playing for about 13 minutes.

Round 1

The student B started filling up his board, once he finished the referee decided that 'today' was Tuesday. As a result the student B had to say one sentence in past simple, one sentence in present simple and five sentences in future simple.

Student B said correctly five sentences, he had a mistake in one, and there was a discussion in another one.

Student C completed the whole board correctly.

Student A took part twice during the information swap period to correct his peers.

During this round student C asked to student B to repeat sentence number 5.

Round 2

The student C filled up his board and the referee decided that today was Thursday. As a result, student C had to say three sentences in past simple, one sentence in present simple and the other three sentences in future simple.

Student C said correctly five sentences and he made three mistakes.

Student B completed the whole board correctly.

Student A took part once during the information swap period; the other mistake was not corrected.

Final score

Student B: 13 points

Student C: 12 points (It should be 11 but referee didn't correct one of the mistakes)

3.4 Mistakes

The overall results were very satisfactory although the students made some mistakes during the information swap period. On the other hand both students filled up their boards correctly with the information given by their peers.

Mistake 1

Student B: 'Today is windy and he is playing football'

Correct sentence: This structure is correct but as in the referee's worksheet appears in present simple instead of present continues, he stopped the game for correction. I will talk further about this discussion. The expected sentence was 'Today is windy and he plays football'

Finally it wasn't consider a mistake

Mistake 2

Student B: 'On Thursday it is sunny and I am going to go to the beach'

Correct sentence: 'On Thursday it is going to be sunny and I am going to the beach'

Mistake 3

Student C: 'On Monday it was foggy and I read a book'

Correct sentence: 'On Monday it was foggy and I read a book'. While the written structure is the same, the oral it is not. The present simple form is /ri:d/ and the past simple form is /red/. This mistake wasn't corrected by the referee, so in the final score Student C had 13 points instead of 12.

Mistake 4

Student C: 'On Wednesday it was cloudy and we eated a cake'

Correct sentence: 'On Wednesday it was cloudy and we ate a cake'

Mistake 5

Student C: 'Today is sunny and he climb a mountain'

Correct sentence: 'Today is sunny and he climbs a mountain'

Other mistakes

Apart from these mistakes detected by the referee, other pronunciation mistakes were made by the students. These two were the most significant.

- /kake/ instead of /keik/

- /mouse/ instead of /maus/

Other mistakes in the pronunciation of /h/ and /r/ were made but there are not as important as the previous ones.

Where they made more mistakes was during the negotiation of form.

3.5 Students Negotiation Of Form

This is one of the main objectives of the game. As I said in the theoretical part of the project, the student's metalinguistic acquisition implies that they connect their previous knowledge with the new one thinking about the linguistic process. This process it is very important to avoid issues as fossilization which is hard to change once it is acquired.

On the other hand, these dialogues aloud students to create a communicative need in the language studied because there is a penalization in the final score if they speak in their mother tongue. However, the language used is not the correct but the fact of trying to talk in L2 improves their fluency and knowledge.

I want to show two of these examples that occur during the game:

Negotiation 1

SB: 'Today is windy and he is playing football'

SC: Stop!!, is not correct

SB: why?

SC: you say playing and is plays

SB: he is playing is ok

SC: look here (he shows to her the referee's rubric)

SB: yes but.... (she looked at me)

SC: I don't know, here puts

SA: I think is ok

SC: Aitor, what I do?

At this point I took part and I told them that the sentence was grammatically right but as I had told them before I was expecting the use of the present simple instead of present continues.

Negotiation 2

SC: 'On Wednesday it was cloudy and we eated a cake'

SA: Stop!! Is not correct

SB: Yes, is ate

SA: You say eated and the past is ate

SC: I think I say ate

SA: no, you say eated

SB: yes, is a wrong you say eated

SA: is no correct

3.6 Evaluation Rubric

At the end of the game I give to the students a rubric to evaluate the game and to share their feelings about it. I helped them with the questions to make sure that all of them understood the questions. These are the results:

	Yes	So, so	no
Have you found the game difficult?			✗
Did you like the game?	✗		
Did you like the materials?	✗		
Do you think has been too long?		✗	
Have you ever play a similar game?		✗	
Would you like to play this game in your classroom?	✗		
Would you like to play with your friends?	✗		

	Yes	So, so	no
Have you found the game difficult?		X	
Did you like the game?	X		
Did you like the materials?	X		
Do you think has been too long?			X
Have you ever play a similar game?			X
Would you like to play this game in your classroom?	X		
Would you like to play with your friends?		X	

	Yes	So, so	no
Have you found the game difficult?		X	
Did you like the game?	X		
Did you like the materials?	X		
Do you think has been too long?			X
Have you ever play a similar game?			X
Would you like to play this game in your classroom?	X		
Would you like to play with your friends?		X	

3.7 Discussion

Along the practical process that I exposed the project, different features to take into account have appeared. As the game has been developed with just one group; the results are not significant although can roughly show us how will it work in a classroom environment.

During the discussion of the results I will evaluate the following features:

- The control group
- Activity explanation
- Mistakes
- Negotiation of form
- Evaluation rubric

The control group

Two out of three students had special needs (ADHD and dyslexia). As I have commented previously the game was developed in an academy where most of the students have different difficulties with English as a second language for varied reasons. This fact has been very positive in order to analyze how the game can be implemented in normal classrooms where frequently there is more than one student with educative needs.

As I expected both students felt comfortable during the game due to the fact that oral games are easier for those students who have both reading and attention problems. On the other hand I believe that those students who have lower levels in reading comprehension may have problems with the referee's role. I couldn't demonstrate this fact as the student with the best English command was the referee after the raffle.

Activity explanation

The time we had for the development of the activity was shorter than the time available in an Educative context of a school. As there are many features that student should be aware during the game I firmly recommend to expend at least half an hour in the explanation and to play a demonstrative game to show the students the dynamic of the activity before they start playing. There was a discussion related to the tense used in a sentence (present continues instead of present simple) because the explanation was not as accurate as needed.

The referee's role, which is the most complicated, will need further information to its correct performance. It will be needed to explain in detail the referee's rubric and to practice several common mistakes in order to get the students used to the correction. The activity can be developed without this figure but some of the main objectives of the game will not be accomplished.

Mistakes

The mistakes related to the grammatical features observed were the ones expected. This fact proves that the activity in this level is highly advisable in order to satisfy the student's grammatical needs.

On the other hand, there are some mistakes that I could observe which are extremely difficult to detect and correct by the referee. Those mistakes related to the correct pronunciation of the words, which should be a main goal in teaching speaking, won't be corrected during a real process in a 24 student's classroom. I believe that this issue will be difficult to solve.

Finally, I have observed plenty mistakes during the negotiation of form which I consider normal and positive. I believe, as many authors highlight, that is more important the fact that students make the effort of talking in English than the mistakes could make during that process.

Negotiation of form

This was the weakest part of the game process. The students have evident difficulties to explain where the mistakes were made and to explain their peers the reasons. Sometimes they had to show the referee's worksheet where the correct sentences were written to convince the others. As we were looking to them during the whole game they didn't talk in Spanish but I do really think that in a classroom environment, surrounded by other groups, they probably would have used it.

However I think that it was a good chance for them to try to explain their grammatical knowledge to the others, because they internalize much more the new contents and can realize where they have more problems even though the structures used during this part of the game are not completely correct

They also have problems in one of the sentences that the student said correctly in present continues and the referee stopped the game because in her worksheet appear in present simple. I didn't think about this problem preparing the game I believe that is something to take into account, for further improvements.

Evaluation rubric

After the analysis of the student's opinion I have obtained different conclusions:

- One of the students (referee) found the game quite difficult
- All of them liked the game and the materials presented.
- One of them thought it was quite long

- One told me that in her school they have played a game with the same structure where the students have to swap pieces of information.
- All of them were very pleased to play the game during the English lessons in the school
- They didn't feel like playing with their friends in their free time

Overall, I think that the children liked the game and I think that it would be very useful to play it again and see how they do after they have played more times to see if there is any difference in their knowledge.

CONCLUSIONES

A lo largo del proceso de planificación, diseño y puesta en práctica de los materiales trabajados, son muchas las observaciones y cuestiones reseñables. En primer lugar me gustaría destacar la importancia de trabajar la interacción oral en el aula de Primaria. Tras los resultados obtenidos se ha podido comprobar por un lado que los alumnos no trabajan esta interacción, base del proceso comunicativo y por otra parte que los alumnos estarían muy dispuestos a realizar actividades de este tipo en el aula.

Por otro lado, considero que la enseñanza de inglés, así como del resto de asignaturas, está planteada desde una perspectiva que no satisface las necesidades de todo el alumnado. El incremento en el diagnóstico de trastornos que afectan al proceso de enseñanza-aprendizaje como puede ser el TDAH, implica que las metodologías deben cambiar si se quiere llegar a todos los alumnos. Esto no implica que se deban de cambiar completamente las metodologías y atender única y exclusivamente a las necesidades de este tipo de alumnos sino que se debe abrir el rango de actividades y tareas empleadas para la consecución de una enseñanza más dinámica e integradora.

Sucede que en no pocas ocasiones el juego es relegado en la escuela únicamente a un plano lúdico, el cual es importantísimo y por lo tanto, este aspecto lúdico debiera ser empleado para el desarrollo de competencias y destrezas de cualquier tipo. En esto es en lo que se base el planteamiento de la propuesta consiguiendo además buenos resultados. Si es cierto que los resultados no son significativos, debido al pequeño volumen de la muestra, me aventuro a predecir que la utilización del juego en las clases de Primaria conseguiría muy buenos resultados en cuanto al desarrollo de los contenidos gramaticales trabajados a lo largo de él. La creación de este tipo de tareas en donde la utilización del idioma como único vehículo para conseguir completar la misma, me parece de importancia máxima en el estudio de L2 debido a que ofrece posibilidades reales de utilización del mismo.

En cuanto a la elaboración de este tipo de actividades hay que destacar que llevan un proceso largo de estudio, diseño y práctica, por lo que muchas ocasiones se deciden llevar a cabo actividades que requieran menos esfuerzo (libro de texto). Sin embargo me parece importante que los docentes trabajen conjuntamente y que todo este tipo

de proyectos sean compartidos con el resto de la comunidad educativa. Debido a que una mayor oferta de materiales y metodologías afectaría directamente a la calidad de la enseñanza así como al desarrollo de las diferentes competencias del alumnado.

Además considero como muy positiva la incorporación y el desarrollo de la competencia gramatical mediante el aprendizaje basado en tareas. Creo que ha quedado demostrado que la adquisición e integración de los diferentes tiempos verbales al conocimiento del alumnado se puede lograr de muy diversas formas siendo esta además una forma que considero puede lograr resultados muy positivos. Además con este proyecto se trabaja además el desarrollo metalingüístico de los alumnos, muchas veces obviado en el proceso de enseñanza-aprendizaje y que como destacan numerosos estudios ayuda de forma considerable al desarrollo de la competencia lingüística en general. Esta puede ser la parte más complicada para el alumnado ya que es algo a lo que normalmente no están expuestos pero que si se trabaja adecuadamente puede obtener resultados muy satisfactorios.

Para concluir me gustaría destacar que como se ha podido ver en las respuestas de los alumnos con los que se trabajó, la infancia es una etapa en la que las personas están deseosas de experimentar por lo que la incorporación de nuevas dinámicas a las aulas conseguirá un efecto positivo en los resultados de los alumnos. Por ello mismo si se toman proyectos como este y se introducen en el aula de manera muy estructurada y repetitiva no se alcanzarán los objetivos deseados y aquí planteados.

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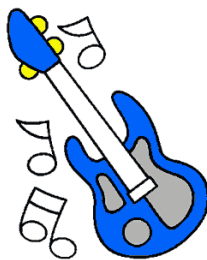
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APPENDIX I
FLASHCARDS



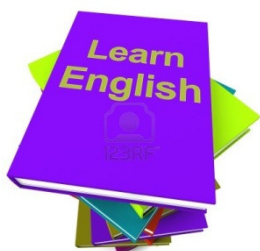
PLAY



PLAY



PLAY



STUDY



STUDY



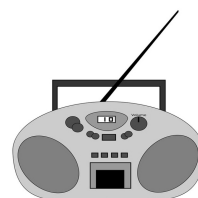
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CLIMB



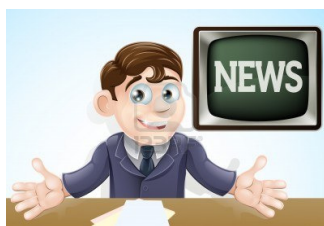
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LISTEN



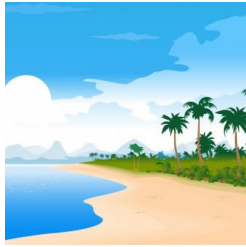
WATCH



WATCH



DANCE



GO



GO



GO



WRITE

The Miracle of Friendship

A Miracle called friendship
Dwells within the heart

You don't know how it happens
Or when it gets it's start

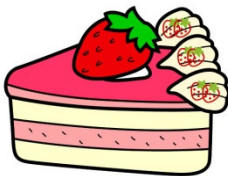
But the happiness it brings you,
Always gives a special lift

Then you realize that friendship
Is one of God's most precious gifts!

WRITE



EAT



EAT



SING



READ



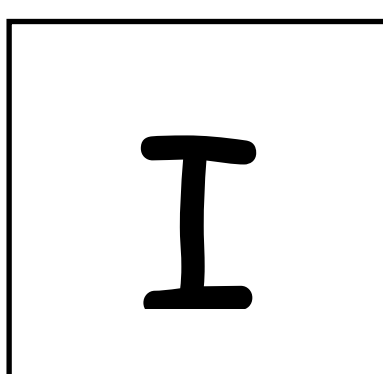
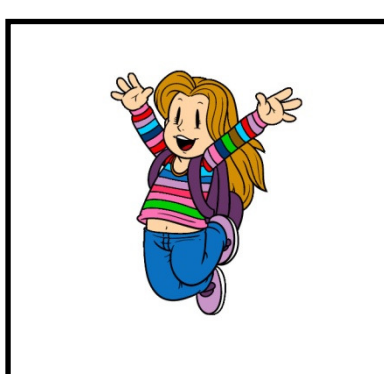
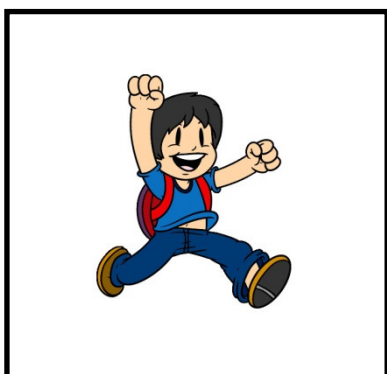
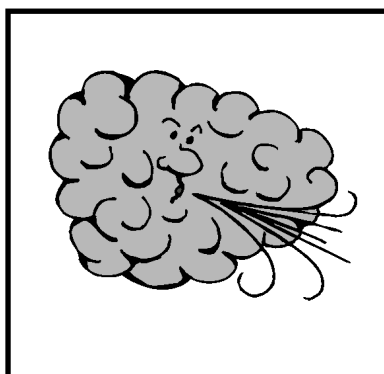
READ



DRAW



DRAW



APPENDIX II**BOARDS**

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY	SATURDAY	SUNDAY

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY	SATURDAY	SUNDAY

APPENDIX III

REFEREE'S WORKSHEET

PAST SIMPLE STRUCTURES

On (day) it **WAS** (sunny, cloudy, rainy, foggy, snowy, windy) AND (I, he, she, we)
(played, studied, climbed, listened, danced, watched, **went, wrote, ate, sang, drew, read**)

PRESENT SIMPLE STRUCTURES

Today **IS** (sunny, cloudy, rainy, foggy, snowy, windy) and (I, WE) (play, study, climb, listen, dance, watch, go, write, eat, sing, draw, read)

Today **IS** (sunny, cloudy, rainy, foggy, snowy, windy) and (HE, SHE) (**plays, studies, climbs, listens, dances, watches, goes, writes, eats, sings, draws, reads**)

FUTURE SIMPLE STRUCTURES

On (day) **IT'S GOING TO BE** (sunny, cloudy, rainy, foggy, snowy, windy) and (I, he, she, we) **IT'S GOING TO** (play, study, climb, listen, dance, watch, go, write, eat, sing, draw, read)

REFEREE'S WORKSHEET (regular verbs)

SOUND (d)	SOUND (t)	SOUND (id)
Listened	Walked	Repeated
Studied	Talked	Invented
Received	Stopped	Waited
Memorized	Jumped	Decided
Climbed	Laughed	Needed
Played	Watched	Included
Listened	Washed	
Danced	Closed	
	Matched	

REFEREE'S WORKSHEET (irregular verbs)

IRREGULAR VERBS

Infinitive	Past simple	Infinitive	Past simple
Begin	began	Forget	forgot
Blow	blew	Give	gave
Break	broke	Go	went
Bring	brought	Know	knew
Buy	bought	Make	made
Catch	caught	Read	read
Come	came	Run	ran
Cut	cut	Say	said
Choose	chosen	See	saw
Draw	drew	Sing	sang
Drink	drank	Sleep	slept
Eat	ate	Speak	spoke
Fall	fell	Swim	swam
Fight	fought	Take	took
Find	found	Teach	tought
Fly	flew	Understand	understood

REFEREE'S WORKSHEET (lower levels)

Yesterday it WAS

sunny



cloudy



rainy

foggy

snowy



windy



Today it is

sunny



cloudy



rainy



foggy



snowy



windy



Tomorrow it's going to be

sunny



cloudy



rainy



foggy



snowy



windy

